



# EMME-CARE

EASTERN MEDITERRANEAN  
MIDDLE EAST – CLIMATE &  
ATMOSPHERE RESEARCH CENTRE

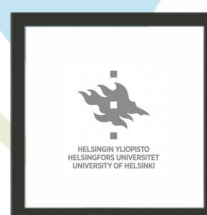
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EMME-CARE | GRANT No. 856612

## D3.1 Report on the Functions of the Education and Training Office

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## Introduction

This Deliverable will showcase the guidelines for the **establishment of the Education & Training Office (ETO) of the Climate and Atmosphere Research Center (CARE-C), and its operation at the interface between the Center-of-Excellence (CoE) and the Cyl Graduate School, as well as and the Advanced Partners**. It will also indicate the way effective support will be provided for the implementation of the three objectives defined below for the education and training programme, for upgrading the Cyl masters and doctoral programmes, for developing open education resources and managing the implementation of the EMME-CARE scholarships and Student Mobility Programmes.

### Educational Context and EMME-CARE Objectives

Cyprus has an extensive system of higher education, which is particularly attractive to foreign students. With as many as seven universities (three public and four private), the island is becoming a regional higher education hub with the number of foreign students almost tripling over the past five years<sup>1</sup>. In 2016 there were around 21,000 overseas students in Cyprus, amounting to more than 40% of the student population, half of this number came from EU countries. The existence of this significant student recruiting pool provides further opportunities for EMME-CARE to attract participants in Cyl's environmental master and doctoral programmes, which are unique on the island. Cyprus currently has the highest percentage (30%) of working age citizens with higher-level education of any EU member state<sup>2</sup>. The majority of Cypriot students are highly mobile, with 79% studying in a university outside Cyprus. There is clearly potential for EMME-CARE to attract both Cypriot Foreign, students who are currently studying and working abroad, and engage them in one of the EMME-CARE mobility programmes to counter brain drain and to potential contribute even to brain gain.

EMME-CARE aims to develop a regionally-based *education and training programme* in Atmospheric and Climate Sciences in order to: sustain the long-term development of the new Centre through the engagement of young international talent; maintain a high turnover of international exchanges with researchers and technical experts from strategic partners; promote an innovation culture amongst early career scientists; enhance the centre's regional collaborative network, its visibility and outreach activities, and finally to increase the scientific capacities of Cyprus and the region. These goals are embedded within the following three medium-term education and training objectives, which will be met during the first half of the project, and will be enhanced over the following years:

-  **Educational Objective #1: Establish a regional hub for higher education on atmosphere and climate change**, enhancing the existing Cyl master and doctoral programmes in environmental sciences with new impacts-oriented disciplines.
-  **Education Objective #2: Enhance regional scientific and technical culture**, developing open educational and training resources for Cypriots, as well as citizens of the EMME region and of a broader target audience.
-  **Education Objective #3: Promote and facilitate international exchanges** with ambitious doctoral scholarships and student mobility programmes.

As per the above, the CoE will be targeting high-level students, from all parts of the world, and offering programmes which will be aimed at: enhancing regional education in Atmosphere and Climate Sciences, providing a robust knowledge of emerging frontiers in their respective fields and processes, exposing students to cutting-edge multi-disciplinary research, developing their communication skills, and preparing them to become leaders in the international knowledge-based economy of tomorrow.

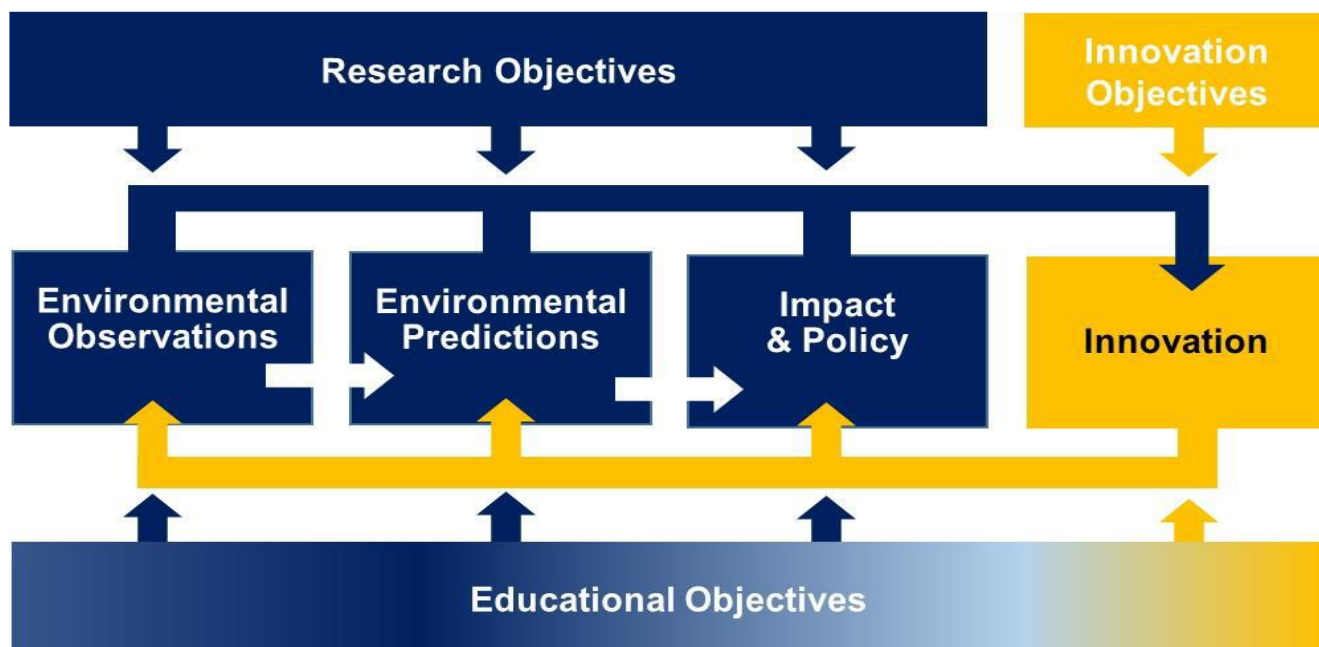
<sup>1</sup> "Educating a New Generation", June 2020, <https://www.cyprusprofile.com/sectors/education-research>

<sup>2</sup> "Cyprus in the EU Scale - 2020",

[https://www.mof.gov.cy/mof/cystat/statistics.nsf/All/6E708DE9A9C28FEEC225857B0031D105/\\$file/CYPRUS\\_IN\\_THE\\_EU\\_SCALE-2020-020620.pdf?OpenElement](https://www.mof.gov.cy/mof/cystat/statistics.nsf/All/6E708DE9A9C28FEEC225857B0031D105/$file/CYPRUS_IN_THE_EU_SCALE-2020-020620.pdf?OpenElement)

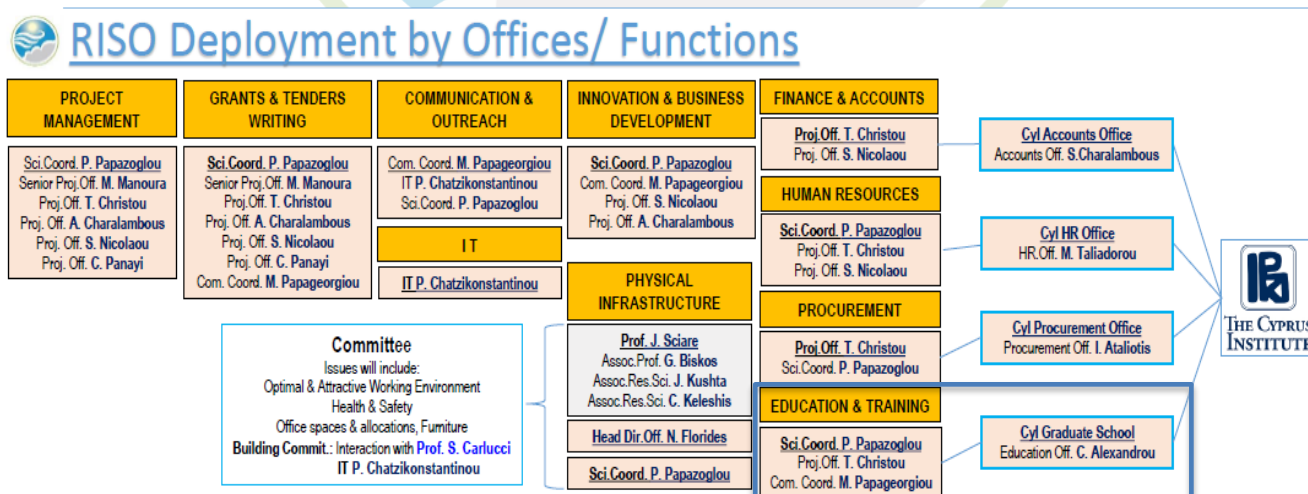
## Operational Context and Governance

**Figure 1** below illustrates the interrelation between the four Research and Innovation Departments of CARE-C and the EMME-CARE educational objectives, thus the ETO will contribute to the sustainable development of the CoE by feeding it continuously with young talented researchers who will further support R&D activities of the centre through their research projects carried out in close collaboration with the Advanced Partners.



**Figure 1** - Interrelation between the CARE-C R&I Departments and the EMME-CARE Research/Innovation/Education Objectives

**Figure 2** showcases the ETO's operational placement in the CARE-C's Organogram<sup>3</sup>, and its functioning as interfacing CARE-C's Research and Innovation Support Operations (RISO) with personnel embedded at the Cyl's Graduate School, in order to capitalize on the latter's extensive experience and education networks.



**Figure 2** – Organogram Placement of ETO interfacing CARE-C's RISO with Cyl's Graduate School

<sup>3</sup> Presented in detail also in EMME-CARE Deliverable D1.4 "First Annual Report on the CoE's Operation".





# 1. Functions of the Education and Training Office


## 1.1. Establishment of the Education and Training Office

As detailed also in EMME-CARE Deliverable D1.4 “First Annual Report on the CoE’s Operation” – Section 2, in order to enhance/upgrade the educational activities of CARE-C and align them with those of the Advanced Partners, CARE-C will establish an **Education and Training Office (ETO)**, which will act as a bridge between the Centre and the Cyl Graduate School, with the respective Schools of the Advanced Partners. The ETO will consist of the EMME-CARE Education and Training Officer and supported by the Head of the Office of Graduate Studies of the Cyl and Faculty Members of CARE-C. It will support the implementation of the three objectives defined in the education and training programme and in particular, coordinate efforts towards upgrading of the Cyl masters and doctoral programmes, support the development of open education resources and manage the implementation of the EMME-CARE scholarships and Student Mobility Programmes. An indicative list of specific responsibilities (the Terms of Reference; ToR) formulated for both the ETO and the Officer are presented in sub-sections 1.1.2 and 1.1.3 below.

### 1.1.1. Responsibilities of the Education and Training Office (ETO)

The role of the Education and Training Office will include the following:

ROLE	ACTIVITIES
 <b>Run all the educational activities of CARE-C under the guidelines of the Cyl Graduate School, to which s/he is embedded as the Member of the CARE-C’s Research and Innovation Support Operations who is tasked with EMME-CARE activities of WP3 “Education and Training”</b>	a. Optimizing the annual schedule of courses/lessons/exams for both the MSc and PhD programmes of the Centre; b. Aligning the efforts among the Faculty members involved in the educational activities of CARE-C so that the implementation of programmes runs smoothly; c. Undertake the administrative work related to the admissions of new students (on-line applications, student VISA, etc); d. Support CARE-C students during the academic year (re-location, renewal of student VISA, etc); e. Establishing strategies for attracting new talented students (from Europe and the EMME) to the CARE-C programmes; f. Support the e-digitalization of MSc and PhD programmes of CARE-C.
 <b>Align the educational activities of CARE-C with those of the EMME-CARE Advanced Partners, and particularly of the University of Helsinki (UH), which is leading the EMME-CARE WP3 “Education &amp; Training”</b>	g. Assisting with the arrangement of joint PhD projects and administrative/financial agreements between the Cyl and the Advanced Partners; h. Undertaking all necessary measures for upgrading of Cyl MSc courses with relevant courses offered at UH. i. Establishing a joint MSc programme between Cyl - UH and other regional partners;

 <b>Enhance the mobility of students and Faculty related to education.</b>	<ul style="list-style-type: none"> <li>j. Taking promotional actions under the ERASMUS+ programme;</li> <li>k. Organizing workshops and dedicated schools in the field treated by CARE-C;</li> <li>l. Support the submission of competitive EU projects in the domain of Education &amp; Training (e.g. MSCF).</li> </ul>
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### 1.1.2. Timeline for the Establishment of the Education and Training Office

The establishment of the Education and Training Office, as stated in the EMME-CARE Grant Agreement No.856612, started with the publication of the announcement of the Education and Training Officer position ([Annex](#)) on the 14<sup>th</sup> of January 2020 with closing date the 9<sup>th</sup> of February 2020. The position was published in national and international Job-Boards, including EURAXESS, as well as local press and social media.

CARE-C received in total sixty-two (62) applications, and the Selection Committee shortlisted fifteen (15) candidates to proceed to the first round of interviews. Only fourteen (14) candidates accepted the invitation. The candidates were each invited for a 20-minute semi-structured interview, on 9<sup>th</sup>, 10<sup>th</sup> and 13<sup>th</sup> of March 2020, performed in person as strict COVID-19 restrictions were not in place at the time. Nevertheless, social distancing precautions were still applied in the interview venue-room.

After the completion of the first round of interviews the Selection Committee evaluated the results and selected five (5) candidates to proceed to the next round. The successful candidates were invited to complete a two and a half hours (2.5 hours) written exercise on the 14<sup>th</sup> of May 2020 using material from Graduate School and Education and Training case studies and issues. The process was coordinated from the CARE-C HR Office which forwarded the documents directly to the Selection Committee right after the completion of the exercise. The Selection Committee evaluated the results of the exercise in order to be able to select the most appropriate candidate in the second round of interviews. The second round interviews were held on the 2<sup>nd</sup> and 3<sup>rd</sup> of June 2020, in person, as COVID-19 restrictions had been lifted at the time. However, social distancing precautions we still held in the Interview venue-room, for precautionous safeguarding of all participants' wellbeing.

Although there was a delay to the overall procedure due to the COVID-19 Coronavirus pandemic, the Selection Committee has completed the recruitment procedure by the end of June 2020 and the recruited officer (repatriated Cypriot previously working in Milan, Italy) started mid of July 2020.

More information on the new CARE-C Education and Training Officer available at: <https://www.cyi.ac.cy/index.php/cyi/general-information/administration-people/itemlist/user/1117-constantina-alexandrou.html>.




### 1.1.3. ToR-Responsibilities for the Education and Training Officer

The main role of the Educational and Training Officer will be to organize all tasks related to the CARE-C Education and Training Office as described under sub-section 1.1.1. More specifically, the main responsibilities of the officer will entail:






1. Contribute in the establishment of the EMME-CARE/CARE-C Education & Training Office and support its activities;
2. Provide administrative support in the upgrading of the Cyl masters and doctoral programmes within EMME-CARE and CARE-C;

3. Contribute in developing and revising various official documents, academic calendar and other related material, ensuring the information on EMME-CARE website and promotional material is accurate and up to date;
4. Deal with matters related to the admission, guiding perspective applicants through the application process from enquiries to admission;
5. Keep up-to-date of new recruitment strategies for students, participates in recruitment drives, helps organizing promotional events and outreach activities;
6. Coordinate with academic staff for deliberation of courses, lectures, workshops, schools etc., related to EMME-CARE and CARE-C;
7. Assist in leveraging mobility programmes (joint PhD scholarships, ERASMUS+, courses, and schools, with Advanced partners, etc.);
8. Provide support in the development of new open education resources in Environmental Sciences for Cyprus and the EMME region;
9. Provide support to the Head of the Office of Graduate Studies in dealing with external relationships and contacts with government and other key stakeholders as well as communications related to academic affairs; and
10. Support the EMME-CARE Management Team in executing routine admin activities.

Considering the above ToR-Responsibilities, the following tasks will be carried out the by the Education and Training officer over the next year (Academic year 2020-2021):

UPCOMING TASKS	TIMELINE
 Streamlining all the educational activities of CARE-C under the guidelines of the Cyl Graduate School;	Ongoing
 Providing administrative support in the upgrading of the Cyl doctoral programme within CARE-C, while identifying common courses and activities between the Cyl and UH that will support the alignment of the PhD and MSc programmes;	Within the 1 <sup>st</sup> year from hiring.
 Maintain high-level of recruitment strategies and relevant updated recruitment praxis for students, participate in recruitment drives, help organizing promotional events and outreach activities in cooperation with the Graduate School and the CARE-C HR and Communication Offices in order to establish strategies for attracting talented students and	Ongoing



handling matters related to the admission of perspective applicants;  	
 <b>Support the establishment of the first two joint PhD project between Cyl and UH;</b>	Within the first 3 years of the project (until January 2023).
 <b>Implement the first exchanges of students between Cyl and UH;</b>	Within the academic year 2020-21 (provided that restrictions related to the Covid-19 pandemic allow that).
 <b>Organize the first EMME-CARE summer/winter school;</b>	Within the academic year 2020-21 (provided that restrictions related to the Covid-19 pandemic allow that).

## 1.2. Education Committee

### 1.2.1. Terms of Reference and Role

The role of the Educational Committee (EC) of the EMME-CARE project will be purely advisory. The EC will be the body for formulating the strategies related to all the educational activities of the new CoE and making relevant recommendations for approval to the project management board and the Cyl Graduate School. The EC will also have the capacity of taking decisions related to the smooth operation of the Education and Training Office (ETO) (i.e., administrative planning).

As per the above, the purpose of the Education Committee is to oversee CARE-C educational activities, including:

1. The upgrade of the Master and Doctoral Programmes in Environmental Sciences (M6 to M48)
  - a. Design courses in relation to the new R&D activities of the CoE's departments (M18).
  - b. Launch a highly attractive regional master programme focusing on UN Sustainable Development Goals relevant for the region (M48).
2. Leveraging Mobility Programmes to engage regional talents (M6 to M84)
  - a. Attract high-level international students and support the marketing of the Cyl masters/doctoral programmes and scholarships.
  - b. Establish joint PhD scholarships (cotutelles) with Advanced Partners.
  - c. Promote ERASMUS+ student and other staff mobility programmes.
  - d. Organize international intensive courses with and without the Advanced Partners, to facilitate knowledge transfer and education of next generation scientists in the EMME region.
3. The establishment of New Open Education Resources for Cyprus and the EMME (M24 to M84)
  - a. Design the content and materials of new courses on climate change and the environment.
  - b. Integrate these courses into different modules (learning units) in different formats (incl. distance learning).
  - c. Implement the new courses in Cyprus and in the region (with EMME Open Universities).

### 1.2.2 Education Committee Composition

The Education Committee will consist of seven (7) members, including two (2) faculty members of the Cyl, and one (1) from each EMME-CARE Advanced Partner. More specifically:

Chair	Prof. Sturt W. Manning	Cyl Associate Provost
Vice-Chair	Dr George Biskos	Cyl Faculty
Member	Dr Panos Hadjinicolaou	Cyl Faculty
Member	Dr Chrysanthia Leontiou	Cyl Head of Office of Graduate Studies
Member	Dr Katja Lauri	UHEL Faculty
Member	Dr Johannes Lelieveld / Karin Sulsky	MPG Faculty
Member	Dr Philippe Bousquet	CEA Faculty

The Committee will meet more frequently (e.g., every three months) during the first two years of the project where the majority of the strategies will have to be formulated, and less frequently (every semester and depending on demand) at a later stage. Decisions related to the formulation of the different Education and Training strategies will be taken by vote. The Education and Training Office (ETO) will provide all the necessary administrative support for the optimized function of the EC.

#### **Responsibilities of the Chair and Vice-Chair:**

The chair is responsible for reporting to the CARE-C Management Board, for all the activities related to the programmes. The chair is also responsible for the timely development and implementation of the annual work plan and the regular convening of the committee, and chairing the sessions of the committee. The chair must also coordinate the process of assigning members and responsibilities to sub-committees, in the case that sub-committees have been planned. Finally, the Chair will ensure that detailed records are kept of committee sessions, as well as participation of members.

The vice-chair undertakes all the duties assigned to the chair should the chair not be present or able to undertake those duties.

### 1.2.3. Education Committee Operational procedures (Meetings and Decisions)

Below are presented the General Operational Procedures as pertinent for the Education Committee.

#### 1.2.3.1. Meetings representation

The members of the Education Committee should be present or represented at any meeting by appointing a substitute or a proxy to attend and vote at any meeting.

#### 1.2.3.2. Meetings preparation

The below table provides detailed information on the procedure that needs to be followed by the chairperson of the Education Committee for the organization of Committee's meetings:

Assemble		
Ordinary meetings	Four times per year	
Extraordinary meetings	Upon request of the members	
Notice		
Ordinary meetings	30 calendar days	The chairperson of the Education Committee shall give written notice of a meeting to each Member as soon as possible and no later than the minimum
Extraordinary meetings	15 calendar days	

		number of days preceding the meeting as indicated in previous column
Agenda		
Ordinary meeting	21 calendar days	To prepare and send to each Member a written (original) agenda no later than the minimum number of days preceding the meeting as indicated in previous column. To identify in the agenda any item which may require Members' decision.
Extraordinary meeting	7 calendar days	
Addition of points in agenda		
Ordinary meeting	7 calendar days	To be done by written notification to all of the other Members, up to the minimum number of days preceding the meeting as indicated in previous column
Extraordinary meeting	3 calendar days	

During a meeting, the Members of the Education Committee present or represented can unanimously agree to add a new item to the original agenda. Members (or their proxies) of the Education Committee may also participate to meetings by teleconference or other telecommunication means. Decisions will only be binding once the relevant part of the Minutes has been accepted.

Any decision may also be taken without a meeting if the chairperson of the Education Committee circulates to all Members a written document with the deadline for responses, which is agreed by the defined majority of the Members of the Education Committee.

Decisions taken without a meeting shall be considered as accepted and will be binding following the written acceptance of the chairperson which will be sent to all Members of the Education Committee, if within the period set out, no Member has sent an objection in writing to the chairperson.

#### 1.2.4. Voting rules, quorum and veto rights

The Education Committee shall not deliberate and decide validly unless two-thirds (2/3) of its Members are present or represented (quorum). If the quorum is not reached, the chairperson of the Education Committee shall arrange another ordinary meeting within fifteen (15) calendar days. If in this meeting the quorum is not reached once more, the chairperson shall organize an extraordinary meeting which shall be entitled to decide even if less than the quorum of Members are present or represented.

In the Education Committee, all seven (7) Members have voting rights, as stated in Section 1 herein.

A Member which can show that its own work, time for performance, costs, liabilities, intellectual property rights or other legitimate interests would be severely affected by a decision of the Education Committee may exercise a veto with respect to the corresponding decision or relevant part of the decision.

The veto right is valid when a decision:

1. *is foreseen on the original agenda* (Member may veto such decision during the meeting only);
2. *has been taken on a new item added to the agenda* before or during the meeting, a Member may veto such decision during the meeting and within 15 calendar days after the draft minutes of the meeting are sent; and
3. *has been taken without a meeting*, a Member may veto such decision within thirty (30) calendar days after written notification by the chairperson of the outcome of the vote.

In case of exercise of veto, the Members of the Education Committee shall make every effort to resolve the matter which occasioned the veto to the general satisfaction of all its Members. A Member may not veto decisions relating to its:

- Identification to be in breach of its obligations
- Participation and termination in the Committee or the consequences of them

However, a Member requesting to leave the consortium may not veto decisions relating thereto.

### 1.2.5. Meeting minutes

The chairperson of the Education Committee shall produce written minutes of each meeting which shall be the formal record of all decisions taken. S/he shall send the draft minutes to all Members within fifteen (15) calendar days of the meeting. The minutes shall be considered as accepted if, within twenty (20) calendar days from sending, no Member has sent to the chairperson an objection in writing with respect to the accuracy of the draft of the minutes. The chairperson shall send the accepted minutes to all the Members of the Education Committee.

## 1.3. Boost Projects Support (phase I): implementation, exploitation & dissemination

### 1.3.1. Boost Projects Concept

In the first years following its establishment, EMME-CARE has set to support several “boost projects” with the objective to leverage the CARE-C upgraded research and innovation capacities, generate new products and services and accelerate the competitiveness of CARE-C. These boost projects will support R&D activities that cannot be funded under the H2020 CSA grant, and engage private stakeholders. These projects will maximize the utilisation rate of newly developed CoE capacities (research and technical staff, research infrastructure, and instrumentation), engage newly recruited/trained research and technical staff, and boost scientific production and international visibility.

From their inception, these projects have been designed to be highly integrative and to maximise synergies; they will combine research and innovation, science and technology, education and training, Advanced Partners and private stakeholders, with activities in Cyprus and the EMME region. Within one to two years, these projects will strategically strengthen the new CoE with many private European companies and increase rapidly the CoE’s visibility and reputation at (inter)national levels. These boost projects will cover the strategic scientific research, innovation, and **education and training objectives** of EMME-CARE and will involve several R&D departments and facilities. Five boost projects have been already evaluated and funded by the Teaming Consortium (during the Teaming phase 1) which have proceeded with the signature of Collaboration Agreements and implementation of activities.

### 1.3.2. Implementation of Boost Project #5

**Boost project #5** will involve EMME-CARE in the emergence of a well-informed regional public opinion, one that has a solid understanding of climate change, its impacts and possible mitigation strategies and is able to transform knowledge into action.

The main purpose of this project is to enable the Cyprus Institute and its partners to contribute to the emergence of an advanced, well-informed and demanding public opinion in the Eastern Mediterranean and Middle East (EMME) on matters of climate change, its impacts and mitigation. To help ensure that climate change is factored in to relevant decision-making and key stakeholders and the public are able to translate relevant knowledge into actionable insights and action. This will be achieved by boosting the capacity of societal relays to leverage the diffusion of high quality knowledge about climate change and its consequences within society, with a specific focus on the EMME region.

Accordingly, four target audience groups have been identified, each of them with a tailored action strategy:

#### **Opinion leaders (journalists, communication officers, influencers)**

Objective: Equip journalists, communication officers and influencers with the knowledge and tools to better comprehend and effectively relay high quality knowledge on climate change and its impacts on society (in the EMME).

#### Action strategy

- Creation of standalone online short modules (3-4 days) in English and Arabic.
- Design, organisation and running of a dedicated workshop in the context of the International Climate Change Conference.

#### **Decision makers (policy-makers, politicians, government officials, industry leaders)**



**Objective:** Promote science diplomacy and green economy transition within the frame of the CoE's Impact & Policy Dept, the EMME-CARE Professorship Programme and the Cyprus Government Climate Change Initiative and in collaboration with Cyl Entrepreneurship & Innovation office.

#### Action strategy

- Creation of standalone online short modules (3-4 days) in English and Arabic.
- Design, organisation and running of a dedicated workshop in the context of the International Climate Change Conference.

#### **Future leaders and decision-makers**

**Objective:** Support the upskilling of early career researchers in science communications and equip more experienced scientists with the knowledge and tools for how to communicate about climate change and its impact in a more accessible way.

#### Action strategy

- Design, organisation and running of summer school for Master's and PhD students, engineers and early-career scientists regarding aspects of climate change and air pollution, and science communications to disseminate their work and advance their career (incl. writing papers, doing presentations, how to better promote research activities within own countries and the region).
- Introductory media training module for experienced researchers on how to communicate scientific knowledge in a more accessible way.

#### **Civil society**

**Objective:** Raise awareness of the impacts and urgency to address climate change in the region, and encourage and enable the public to translate knowledge into climate action (with a long-term view to influence personal behaviour, policy and industry).

#### Action strategy

- Organisation of a 2-3-day festival (with physical and online elements) on regional climate change and environmental issues. This will include a film festival with screening and discussion on films relevant to climate change, information sessions, talks and hands-on science experiences / installations (aligned to the 2021 Climate Change Conference).
- Creation and implementation of public awareness campaign for climate action (in Greek, English and Arabic).

The boost project will leverage the emerging and expanding networks of the EMME-CARE Professorship Programme to enhance networking, communications and societal relays in the region. At the same time, the project will also support the strengthening and expansion of the Professorship Programme partners' science communication and diffusion capabilities in matters of climate change, with a specific focus on the EMME region. Additionally, to further maximize the impact of its activities the boost project will also closely align its programme to the Cyprus Government's Initiative for Coordinating Climate Change Action in the Eastern Mediterranean and Middle East, aimed at the development of a Regional Action Plan to address the specific needs and challenges countries are facing in the EMME region. The Cyprus Institute has been assigned as the scientific coordinator of the Cyprus Government's Initiative, with EMME-CARE playing an integral part in this work as well as the 2<sup>nd</sup> International Climate Change Conference in the Mediterranean and Middle East: Challenges and Solutions, to take place in 2021 attracting key decision-makers and opinion-leaders from across the EMME region and where a first version of the Action Plan will be presented and discussed.

#### **Consortium (To be confirmed)**

- Cyprus Institute; Université Versailles Saint Quentin en Yvelines/IPSL; Ecole Supérieure de Journalisme de Lille; Science Partners; as well as
- Other possible partners (not yet contacted): University of Helsinki, Max Planck Institute, UPSaclay, INRA (project CLAND).



## 2. Advanced Partners Contribution

### 2.1. University of Helsinki (UH)

**UH** organises summer and winter schools which teach specific transferable skills to both students and postdoctoral researchers. These include: working with research infrastructure frameworks, field measurements; instrument technology; data analysis, data mining, modelling, presentation, teaching and knowledge transfer, project management, public outreach, the commercialisation of scientific ideas and entrepreneurship.

Within the framework of EMME-CARE, UH constitutes the Leader of the related “Work Package 3 – Education and Training” and will be supporting the new CoE in strengthening its supra-disciplinary research environment via training and educational activities. UH will further assist CARE-C to become an active contributor in the development of science policy and participating in the construction of European environmental research infrastructures involving open data access and data visualisation.

### 2.2. Max Planck Institute for Chemistry (MPG)

Since 2012 the Cyl has been a partner of the Max Planck Graduate School (MPGS) at **MPG**, which offers a PhD programme in atmospheric and environmental physics and chemistry.

A faculty from the Max Planck Institute was affiliated by CARE-C in order to support the teaching of the Cyl Environmental Sciences programme.

CARE-C personnel will have access to lectures, workshops, soft skill courses, and the annual PhD symposium and summer schools of the MPGS, enabling its own PhD students to broaden their knowledge and skills.

### 2.3. Commissariat à l'énergie atomique et aux énergies alternatives (CEA)

From October 2020, CEA and Cyl will co-supervise two Joint PhD students registered both at the Cyprus Institute and University Paris-Saclay (14<sup>th</sup> of the Academic Ranking of World Universities 2020) and feeding two of the four Departments of the CARE-C on new research activities related reactive VOCs and Greenhouse Gases.

Two senior researchers from CEA were affiliated by CARE-C in order to support the teaching of the Cyl Environmental Sciences programme.

**CEA** will help organise international summer schools, taking advantage of long established collaborations with academic partners in Europe and China, the latter through the Sino French Institute of Earth System Studies, which includes 100 researchers from CEA and Beijing University.

### 3. Key Performance Indicators (KPIs)

#### 3.2. List of Key Performance Indicators and Progress

In order to measure the effectiveness of the EMME-CARE Educational Strategy and the achievement of the three (3) EMME-CARE Educational Objectives the following KPIs list has been compiled relevant to all Tasks and activities under WP3:

WP No.& Title	WP3 – Education and Training Office			
Dimension	Key Performance Indicator	2019	2020	Objective 2026
<b>Effectiveness</b>	Intensive courses and trainings at premises of Advanced Partners		[0]	5
	Number of new or upgraded master and doctoral programmes in environmental sciences		[1]	[2]
	Number of modules developed		14	24
	Number of schools organised			[4]
	Number of students participating in COST actions			[5]
	Number of International Mobility provided to Cyl PhD students (ERASMUS, International conferences, schools)		0	10
<b>Outcome</b>	PhD students graduating every year		[2]	[5]
	Master students graduated per year		[7]	>[25]
	Number of Scientific communications presented by Students at International Conferences			[7]
	Number of Scientific Missions for Students co-funded by COST actions			[5]
	Number of student participating in the EMME-CARE summer/winter schools.		[-]	>[15]
<b>Efficiency</b>	Number of peer-review Scientific publications led by PhD Students			[5]
	Fraction of MSc/PhD students graduating from the EMME-CARE educational programmes.		[-]	[100%]
	Number of PhD graduates finding jobs related to their study subject.		[-]	[10]
<b>Network</b>	Regional institutions engaged in EMME-CARE with MoUs			[25]
	Number of students from regional institutions enrolling to the EMME-CARE educational programmes.		[1]	[10]
	Number of faculty members from regional institutions being engaged with the EMME-CARE educational activities.		[2]	[10]

## ANNEX

### Education and Training Officer (ref.no.EMME-CARE\_ETO\_19\_18) announcement

**Closing Date: 9th of February 2020**

The Cyprus Institute (Cyl) is a non-profit research and educational institution with a strong scientific and technological orientation, emphasizing international collaborations and cross-disciplinary research and post graduate education. Cyl, through its established research centres, addresses challenging issues that are important at both the regional and international levels. Many of its research activities are being carried out in partnership with leading institutions in the respective thematic areas.

The ideal candidate should be a highly motivated professional and have a keen interest in Higher Education and a strong desire to work in a vigorous academic environment and to grow in a role of an academic professional.

The successful candidate will be a member of the Office of Graduate Studies of the Cyprus Institute (Cyl) and will carry out activities related to the day-to-day operation of the School's educational activities within the EMME-CARE project (Eastern Mediterranean and Middle East – Climate and Atmosphere Research Centre).

The successful candidate will contribute in the establishment of the Education & Training Office and its operation at the interface between The Cyl Climate and Atmosphere Research Center (CARE-C), the Cyl Graduate School and the Advanced Partners of the EMME-CARE project. This will include monitoring, provision of administrative support in the upgrading of the Cyl masters and doctoral programmes, the development of open education resources, training school organization, and the implementation of the EMME-CARE scholarships and student/staff Mobility Programmes.

The candidate will report to the Head of the Office of the Graduate School and the Director of CARE-C.

This position is supported by the EU H2020 project “EMME-CARE” (Eastern Mediterranean and Middle East Climate and Atmosphere Research Centre; TEAMING Grant no. 856612), within which the Cyprus Institute is establishing a “Centre of Excellence” in Climate and Atmosphere research for the EMME region in cooperation with EU Advanced Partners (Max Planck Institute for Chemistry in Germany; University of Helsinki in Finland; and CEA in France).

#### Responsibilities

2. Contribute in the establishment of the EMME-CARE/CARE-C Education & Training Office and support its activities;
3. Provide administrative support in the upgrading of the Cyl masters and doctoral programmes within EMME-CARE and CARE-C;
4. Contribute in developing and revising various official documents, academic calendar and other related material, ensuring the information on EMME-CARE website and promotional material is accurate and up to date;
5. Deal with matters related to the admission, guiding perspective applicants through the application process from enquiries to admission;
6. Keep up-to-date of new recruitment strategies for students, participates in recruitment drives, helps organizing promotional events and outreach activities;
7. Coordinate with academic staff for deliberation of courses, lectures, workshops, schools etc., related to EMME-CARE and CARE-C;
8. Assist in leveraging mobility programmes (joint PhD scholarships, ERASMUS+, courses, and schools, with Advanced partners, etc.);

9. Provide support in the development of new open education resources in Environmental Sciences for Cyprus and the EMME region;
10. Provide support to the Head of the Office of Graduate Studies in dealing with external relationships and contacts with government and other key stakeholders as well as communications related to academic affairs.
11. Support the EMME-CARE Management Team in executing routine admin activities

### Required Knowledge, Skills, Qualifications and Experience

1. Master Degree in any subject
2. Minimum 2-year experience in a similar activity (Education and Training)
3. Excellent knowledge and command in English language;
4. Excellent Office IT skills.
5. Strong organizational skills and proactive attitude
6. Ability to multitask and prioritize duties with minimum supervision
7. Excellent communication and interpersonal skills
8. Problem solving
9. Adjustable and Ability to work in a multicultural (international) environment

### Preferred Qualifications and Experience

1. Post-graduate degree in a subject relevant to the job (Environmental Sciences) is considered a competitive advantage
2. Excellent knowledge and command in Greek language will be considered as an advantage

### Application

For full consideration, interested applicants should process their application at The Cyprus Institute JobBoard (<http://jobboard.cyi.ac.cy/>) based on the instructions given. Applicants should submit a curriculum vitae including a letter of interest and a list of three references (including contact information). All documentation should be in English and in PDF Format. For further information, please contact Konstantinos Kleovoulou (k.kleovoulou@cyi.ac.cy). Please note that applications which do not follow the announcement's guidelines will not be considered.

Recruitment will continue until the positions are filled.

**Contact person:** Konstantinos Kleovoulou

**Reference number:** EMME-CARE\_ETO\_10\_18



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